

CENTER-BASED MODEL

Introduction

Great Start Readiness Programs (GSRP) must comply with Public Act 116 of the Public Acts of 1973, as amended and the *Licensing Rules for Child Care Centers*. Michigan State Board of Education criteria for the GSRP require adherence to the *Great Start Readiness Program Implementation Manual* and the State School Aid Act requires program adherence to all standards in the *Early Childhood Standards of Quality for Prekindergarten* (ECSQ-PK). The Michigan Department of Education (MDE) requires grantees to address program quality in a systematic way utilizing both the *Preschool Program Quality Assessment* (PQA) and child outcome data.

Those who operate GSRP must comply with state licensing regulations governing child care. GSRPs must receive a certificate of approval/license from the Michigan Department of Human Services, Bureau of Children and Adult Licensing. All regular child use areas must be approved for use. Relocations must be completed with the knowledge of the Intermediate School District (ISD). Programs must inform the ISD and a GSRP Consultant within 24 hours of a special investigation resulting in a violation being established or a change to a provisional license (not original provisional) or continued provisional status. For more information contact the Bureau of Children and Adult Licensing at: (517) 373-8300 or <http://www.michigan.gov/michildcare>.

This section provides detail and requirements for a high-quality, Center-based preschool program that will enhance the development of young children. Classroom models below include required components.

When planning the program year, scheduled breaks, holidays, and possible inclement weather days should be taken into account to ensure that the minimum number of program weeks is met. Center-based classrooms must have a minimum of 30 weeks of classroom sessions. Newly licensed classrooms must operate for a minimum of 20 weeks of classroom sessions, but more are strongly recommended.

Part-day GSRP

Part-day preschool programs must provide for a minimum of three hours of teacher/child contact time per day, for at least four days per week.

All-day/Alternate-day GSRP

The All-day/Alternate-day (all day, two days per week) preschool program option will sunset after the 2012-2013 fiscal year. This option will not be available or approvable beginning in the 2013-2014 fiscal year. All-day/Alternate-day GSRP may only be offered when local circumstances preclude Part-day or School-day options. The need for All-day/Alternate-day preschool must be carefully

considered. A GSRP consultant must be contacted for approval. The All-day/Alternate-day option must include 12 hours of curriculum per week, exclusive of rest time and staff relief. The local GSRP Advisory Committee annually addresses how the requirement for high-quality preschool programming is met during the afternoon, ensuring the quality and intensity of All-day/Alternate-day is equal to four Part-day sessions of preschool.

The per-slot allocation is the same as Part-day GSRP; it is not the same as School-day GSRP. All children must be enrolled for the full day in each All-day/Alternate-day GSRP classroom. All-day/Alternate-day preschool programs must operate for at least the same length of day as the school district's or public school academy's (PSA) first grade program.

GSRP/Head Start Blend Classrooms

An ISD or its subrecipients/subcontractors may choose to partner with Head Start to create a GSRP/Head Start "Blend" within a classroom. This is accomplished by blending a Part-day GSRP slot and a Part-day Head Start slot to create the funding for a GSRP/Head Start Blend slot for one child, resulting in a full day of preschool programming. The per-slot allocation is the same as Part-day GSRP.

All Head Start and GSRP policies and regulations must be applied to the blended slots, with the highest standard from either program adhered to.

All children funded by the GSRP/Head Start Blend must qualify for and be concurrently enrolled in both programs. Children in the class may be funded from a variety of sources, but all must attend for the full day.

This program option is the only approved form of dual enrollment; a child may not participate in GSRP for a part-day session in one classroom and then transition to a Head Start part-day session in another classroom. The teaching team, which includes one lead teacher and an associate teacher, must remain the same for the entire preschool day. If 17 or 18 children are enrolled, a third consistent adult must be present for the entire day also. If the program operates five days per week, staff must have time for planning, professional development and parent involvement. Additional staff members must be available to allow the lead teacher and associate teacher (and third adult, if required) time for required breaks. At no time may the adult/child ratio exceed 1:8.

GSRP/Head Start Blend preschool programs must operate for at least the same length of day as the school district's/PSA's first grade program. Refer to the resources in this Center-based Model section for more information.

School-day GSRP

School-day preschool programs must operate for at least the same length of day as the school district's/PSA's first grade program. A classroom that offers a School-

day program must enroll all children for the length of the school day to be considered a School-day program. The All-day/Alternate-day program is not the same as a School-day program.

GSRP funds are allocated/awarded based on Part-day slots. When utilizing the School-day option, grantees are choosing to use two slots for each child enrolled in the School-day option.

Program Components

Philosophy

The GSRP provider begins with an underlying statement of beliefs about teaching and learning. A philosophy statement is a means of thinking deeply about preschool teaching and the beliefs upon which decisions are made. This is separate from a mission statement, which answers the question, "Why do we exist?" and articulates the grantee's preschool purpose both for those in the organization and for the public.

The written philosophy statement is developed and reviewed by administrators, staff, and the local GSRP Advisory Committee. It establishes a framework for program decisions, goal-setting; and is aligned with the ECSQ-PK. The philosophy statement also addresses local, social, economic, cultural, and family needs; and is promoted widely via the program's webpage, recruitment materials, classroom newsletters, parent-boards, etc.

Consider the following as the philosophy statement is crafted or reviewed:

Why preschool is important:

- What is the purpose of preschool?
- What is the preschool grantee's role?

Those we serve:

- How do we support diversity among enrolled children?
- How do we define our community of learners?
- What is our relationship with the community, parents, teaching colleagues, and administration?

Approach and content:

- What are our beliefs about how children learn?
- How do our beliefs affect our work?

Program administration:

- Curriculum selection;

- Instructional strategies AND teacher-child relationships;
- Child assessment;
- Program evaluation; and
- Program improvement efforts for individuals, the classroom, and program.

Comprehensive Programming

The ECSQ-PK and legislation require comprehensive programming. In partnership with parents, the GSRP grantee supports:

- children's health (mental, oral, and physical), nutrition, and development across domains in responsive environments that celebrate diversity;
- professional development for staff to make referrals for needed services and to document all follow-up efforts; and
- a team approach toward child-specific plans for goals related to overall health and development.

Policies and Procedures

Parents and staff should be provided with policies and procedures that are easy to read, understandable, and brief. GSRP providers must have written policies and procedures that include the following:

- A program overview including a philosophy statement, curriculum, developmental screening, and child assessment information;
- Parent involvement information;
- Child recruitment plan that includes procedures for selection and placement;
- Referral policy to meet child and family needs, including follow-up procedures;
- Confidentiality policy;
- School calendar;
- Attendance policy;
- Exclusion policy must be written to describe short term injury or contagious illness that endangers the health and/or safety of children or others.
Children must not be excluded because of the need for additional support, assistance with toileting, or staff attitudes and/or apprehensions;
- Weather policy;
- Rest-Time policy (applies to GSRP/Head-Start Blend, All-day/Alternate-day, and School-day programs);
- Medication policy;
- Health policies and practices on physical activity and nutrition for children.
- Accident and emergency policies;
- Child discipline/conflict resolution policy;
- Policy for reporting child abuse/neglect;

- Grievance policy that clearly describes the steps to be taken when a parent has a grievance; and
- Parent notice of program evaluation.

Class Size and Ratio

A 1:8 adult/child ratio must be maintained at all times. A consistent third adult must be present in any classroom where 17 or 18 children are enrolled. Class size must be capped at 18 children with three consistent adults.

Additional staff members must be available to allow the lead teacher and associate teacher time for required breaks. Staff assigned to teach double sessions must not be responsible for more than 36 children.

Staffing

The GSRP staff must have appropriate credentialing, sophisticated knowledge of early childhood education, and practice a team approach. Staffing requirements include the necessity of the teaching team, which may include one lead teacher, an associate teacher, and a third adult remaining the same for the entire session, every day the class is scheduled. The classroom teaching team is supported with the active involvement of an Early Childhood Specialist (ECS).

Refer to the *Early Childhood Specialist* section for specific credentials and responsibilities of this position. **One person may not be employed to fill both a lead teacher position and an Early Childhood Specialist position by the same subrecipient.**

Lead Teachers:

Lead Teachers must meet the GSRP qualifications upon hire. For Formula programs, each lead teacher is required to have a valid Michigan teaching certificate and an Early Childhood Education (ZA) or Early Childhood-General and Special Education (ZS) endorsement.

A lead teacher for any subrecipient that is not a local education agency (LEA) must have:

- a valid Michigan teaching certificate with an Early Childhood Education (ZA) or Early Childhood-General and Special Education (ZS) endorsement; or
- a valid Michigan teaching certificate with a valid child development associate credential (CDA); or
- a bachelor's degree in child development or early childhood education with specialization in preschool teaching. The transcript will document a major, rather than a minor, in child development.

Associate Teachers:

An associate teacher must be added with the 9th child in a classroom. Public Act 62 of 2011 altered credentialing requirements for the position of Associate Teacher with the GSRP. The provision for 120 Clock Hours as a Child Development Associate credential (CDA) equivalency has been discontinued; personnel who currently have an 120 Clock Hour approval letter from the Michigan Department of Education (MDE) are grandfathered.

Any GSRP Associate Teacher hired after June 21, 2011 must have one of the following:

- an associate's degree (AA) in early childhood education or child development or the equivalent; or
- a valid classroom CDA credential; or
- an existing 120 Hour approval.

The AA and the CDA are formal training options that uniformly and systematically prepare staff to be effective team teachers in preschool classrooms.

Other Classroom Staff:

Third Staff Person:

- is added when the classroom enrolls 17 or 18 children;
- is a consistent member of the teaching team; and
- meets the Bureau of Children and Adult Licensing, Department of Human Services licensing requirements as a "caregiver."

Relief Staff:

- are appropriately oriented and trained in program procedures relevant to their roles (e.g., responsive adult-child interaction strategies, child development, special needs of enrolled children, family-style meals), and receive ongoing supervision.

Substitute Staff:

- A substitute teacher should have a minimum of a CDA. Any long-term substitute (more than one month), must meet qualifications for the position being filled.

Staffing Noncompliance

Gains in a young child's development are increased when the child has meaningful relationships with responsive adults who have a sophisticated understanding of early childhood education. For this reason, it is critical that GSRPs have qualified teachers upon hire. Programs that employ staff who do not meet credentialing requirements are in noncompliance status.

Staff recruitment efforts must be documented in local administrative files. Recruitment efforts can include the following: identification of the search and screen committee, including individuals outside the hiring unit to serve as

committee members; and should minimally include hiring procedures, position descriptions that include GSRP credentialing requirements, evidence of advertisement(s), form letters and notices; evidence of journals, publications, electronic bulletin boards, institutions, departments, professional organizations, meetings, and personal and professional networks to which advertisements and notices are sent (or offices/individuals with whom contacts are made). Compliance plans for staffs that are not appropriately credentialed are submitted annually to the ISD who then reports it annually to MDE in the Michigan Electronic Grants System Plus (MEGS+). The written plan must outline educational training and include an anticipated compliance date. It must be signed by the program's ECS, the ISD Early Childhood Contact (ECC) and the staff member. It is the responsibility of the ECS to monitor the plan throughout the two years to assure compliance will be met within two years of the date of hire with GSRP. When a subrecipient hires staff that is not fully credentialed, the subrecipient and the ISD are in noncompliance status until credentialing is completed.

Lead Teachers:

If a program demonstrates to the ISD that it is unable to hire qualified lead teachers, only persons who have **significant but incomplete training in early childhood education**, or child development may be employed. "Significant" early childhood education is defined as within one or two courses of the Early Childhood Education (ZA) or Early Childhood-General and Special Education (ZS) endorsement on a valid Michigan teaching certificate. Educational training is defined as credit-bearing coursework and/or the field experience/student teaching necessary, according to the work plan established for the endorsement candidate by the college or university. Progress toward completion of the compliance plan shall consist of at least two credit-bearing courses per calendar year. A lead teacher's compliance plan must be completed within two years of the date of hire with GSRP. MDE's Office of Professional Preparation Services provides a list of approved early childhood education endorsement programs in Michigan:

https://mdoe.state.mi.us/proprep/ProgramInfo.asp?Program_ID=61.

Associate teachers:

If a program can demonstrate to the ISD that it is unable to employ properly-credentialed staff, the program may employ Associate Teachers who have minimally completed one course that earns college credit in early childhood development or early childhood education.

Compliance plans for Associate Teachers must minimally include two courses or 60 clock hours of training per calendar year, must be completed within two years of the date of employment, and must result in the attainment of the CDA or an associate's degree in child development or early childhood education.

Educational training is defined as at least two credit-bearing courses or 60 clock-hours of training per calendar year from an approved training institution or agency. Any kind of training that would be considered "individual study" as opposed to

“formal training” will not be accepted. An example of this would be video training, where a person simply watches a video followed by a question sheet. Trainings should provide opportunities for the trainee to apply, analyze, and evaluate content related to the early childhood years. Video trainings and other forms of individual study do not foster this kind of experience.

Team Teaching

The ISD and program administrators must ensure that staffs implement a team teaching model. In team teaching, each staff person is fully engaged in planning curriculum, implementing curriculum both indoors and outdoors, child assessment and supporting parent engagement through home visits, conferences, and parent meetings. The work is collaboratively shared and a high-quality GSRP dedicates time for staff to plan on a daily basis:

- all teaching staff participate equally in planning activities; ensuring associate teachers do not play minor non-teaching roles (e.g., wipe tables, prepare meals, etc.); and
- all teaching staff conduct and participate in children’s activities.

The ISD and program administrators must ensure sufficient time for all staff to participate in planning, professional development, and parent involvement activities. Programs typically operate four days of classroom programming per week, with the fifth weekday set aside for above activities.

Teaching Practices

Teaching practices encompass everything the teaching team does to facilitate children’s development, including organization of the indoor and outdoor learning environments, the nature of adult-child interactions, and strategies for transitions and grouping. Use the selected comprehensive curriculum to guide decisions about teaching practices.

Refer to the ECSQ-PK and the PQA Form A for further detail on high-quality indicators of teaching practices.

Daily Routine

A consistent daily routine must include appropriate amounts of time each day for children to:

- participate in a three-part sequence of child planning, choice and child recall. In child planning, children indicate their choice time plans to adults, in a variety of ways, and in ways that are consistent with individual developmental levels. During one hour of uninterrupted choice time, children carry out their plans, making many choices about where and how to use materials (adults support children’s efforts by listening, encouraging

children's language, imitating children's ideas and words, and commenting on specific attributes of children's work). Children complete the sequence after clean-up time, by discussing their choice time activities in small groups;

- engage in discrete small-group activities which may be adult-initiated, but not adult-dominated;
- engage in large-group activities which may be adult-initiated, but not adult-dominated;
- have snack- or meal-time(s) where staff and children eat together family style and share the same menu to the extent possible. (See *Meals/Snacks* in this section);
- have transition times that actively engage them;
- have outside-time where adults intentionally support and extend children's plans. Programs provide equipment and materials for active play. Children are minimally provided thirty minutes of physical activity per day, a combination of both teacher-led and free play, notwithstanding the time needed for adults to support children dressing themselves or transitioning to outdoors, unless prevented by inclement weather conditions such as heat, rain or wind-chill.
- have an opportunity for rest in a full-day program;
- hear parts of the day regularly referred to by staff; and
- see a daily routine posted at child eye level, that is easily understandable and includes visuals for planning, choice, recall, small-group, large-group, snacks/meals, outside, and rest.

Challenging Behavior

The structure of the physical environment, daily routine, activities presented, and the adult(s) approach all have a direct influence on child behavior. Research shows young children who struggle with behavioral and emotional problems have a fifty percent chance of continuing to struggle into adulthood.

GSRP providers must not deny enrollment or exclude a child based on challenging behavior or any disability because of staff attitudes and/or apprehensions, unfamiliarity with the behaviors or disability, the need to access additional resources to serve a specific child or the need for individualized planning and intentional teaching.

There is evidence high-quality early childhood education minimizes challenging child behaviors when it focuses on child-initiated learning activities. In addition, positive behavior support is most effective when offered to children through a system based on positive relationships with children, families, and colleagues; creating supportive learning environments, intentional social-emotional teaching strategies, and mental health consultation involving intensive individualized interventions.

The effective early childhood mental health consultant has appropriate credentials and is familiar with program-centered consultation, where the goal is to build the

capacity of staff, families, and program systems to prevent, identify, and reduce the impact of mental health problems in children and families. An ongoing relationship between a mental health professional and early childhood program staff ensures familiarity with the needs of children and teachers, timely consultation, and services.

The discipline or conflict resolution policy must address procedures for adults to support children as they solve problems with materials, do things for themselves, and assist them in resolving conflicts with peers. In the GSRP classroom, adults:

- encourage children to do things for themselves throughout the day;
- treat conflict situations with children matter-of-factly;
- approach children calmly and stop any hurtful actions;
- acknowledge children's feelings;
- involve children in identifying the problem by gathering information from children and restating the problem;
- ask children for solutions and encourage them to choose one together; and
- give follow-up support when children act on their decisions.

"Specials"

GSRP classrooms housed within an elementary school are sometimes offered additional programming referred to as "specials," such as library, computers, physical education, music, and/or art classes. It is questionable whether a classroom in which the GSRP teacher is implementing a comprehensive program (as required) has need of additional programming. In addition, the Department of Human Services (DHS) requires all regular child use areas be licensed, and MDE requires GSRPs maintain staffing guidelines with staff who have significant credentialing in early childhood education. However, teaching staff may make use of other available space, approved for use by licensing, to support children's learning. The following should also be considered:

- Children who are at risk of academic failure benefit most from developing strong and positive relationships with the GSRP classroom teachers. How would multiple teachers throughout the week affect a child's sense of safety, security, and emotional development?
- When staggered "specials" are in place, what are the effects on the consistent daily routine for children?
- How would "specials" impact the provision of an appropriate amount of time each day for other parts of the daily routine?

- What effects on children will emerge with the additional transitions that will be required of them?
- In following the ECSQ-PK, GSRP classrooms integrate attention to ALL learning domains throughout the day; if this is already in place in the classroom, is there really any need to implement “specials?”
- How can the grantee bring the expertise of the “specials” staff to the classroom as a normal part of the classroom experience? Consider team planning to ensure developmentally-appropriate activities which adhere to the ECSQ-PK. The “specials” teacher could be incorporated into the classroom as the lead for large-group or small-group time(s), assisting out-of-doors, etc. Even in this case, the “specials” teacher should have activities that reflect what is currently going on in the classroom, as opposed to isolated art, music, or physical education lessons.
- How can “specials” staff contribute anecdotes for use in child assessment?

Meals/Snacks

Grantees must adhere to the Child and Adult Care Food Program nutritional guidelines:

http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm.

In addition, all programs must follow guidelines of the DHS Bureau of Children and Adult Licensing. Foods served should reflect the home and community cultures and be high in nutrients and low in fat, sugar, and salt. GSRP requires Part-day programs minimally provide a snack. School-day programs minimally must provide snacks and lunch. All children should eat the same foods unless there is a documented allergy or special need for individualization. The program incurs the cost for individualization at meals unless changes are part of a special education Individualized Education Program (IEP).

School cafeterias are problematic areas for GSRPs to utilize as snack/meal sites due to time for transitioning, size of tables/chairs/serving materials, auditory and visual over-stimulation, and the loss of quality time for adult/child interactions. All meals/snacks must occur in licensed space, and must occur in the GSRP classroom unless there is documented approval from the fiscal agent. Adults in the classroom sit at the table, eat the same foods children do, and participate in child-initiated conversation. All GSRP meals/snacks must be delivered family-style, supporting children to do things for themselves. Refer to resources for this section for more detail on delivery of GSRP family style meals.

Paying for Meals and Snacks. Parents are to incur no costs for meals or snacks. GSRP funds may only be used to cover the costs of classroom meals and snacks when the item entered into the GSRP budget represents the difference between the estimated cost of providing meals and snacks and the estimated reimbursement from the National School Lunch Program (NSLP), School Breakfast Program (SBP) and/or the Child and Adult Care Food Program (CACFP), as applicable. GSRP grantees **must** use NSLP, SBP and/or CACFP to recoup the maximum reimbursement available to them before expending GSRP funds for the provision of meals and snacks. The cost of meals for the GSRP teaching team members, who are expected to join the children in family style meals, may not be charged to the teaching team and may be included in the GSRP portion of the meal/snack budget item.

National School Lunch Program. According to the United States Department of Agriculture (USDA) Eligibility Manual For School Meals (October, 2011), children enrolled in State-funded pre-kindergarten classes using identical or more stringent eligibility criteria than the Federal Head Start Program are categorically eligible to receive free meals through the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), where applicable.

GSRP students are eligible to participate in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) where applicable. GSRP students in Michigan are not, however, categorically eligible to receive free meals through these programs due to an income requirement less stringent than that of the Federal Head Start Program. Rather, the fiscal agent, in collaboration with the subrecipient(s) implementing the grant, is required to retain the appropriate eligibility documentation (i.e., Free and Reduced Meal Family Application).

Students that qualify for reduced price or full-paid meals based on income determination must not be charged for any portion of the meal. The difference between the federal reimbursement rate and the actual cost of the meal may be charged to the GSRP program budget as well as the cost of the meal for students that do not qualify for reduced price or full-paid meals.

Qualifying breakfasts and lunches served to GSRP children may be claimed for Federal reimbursement. In order to claim for reimbursement, each fiscal agent must identify, with subrecipient(s), districts/buildings where NSLP and SBP are available to GSRP students. Individual districts are allowed to independently serve, count and claim for Federal reimbursement qualifying breakfasts and lunches to GSRP students through their existing State Agency-approved sponsorship of NSLP and SBP.

Child and Adult Care Food Program. GSRP Students are eligible to participate in Child and Adult Care Food Program (CACFP) where applicable. GSRP students in Michigan are not, however, categorically eligible to receive free meals through the CACFP due to an income requirement less stringent than that of the Federal Head Start Program. Rather, the fiscal agent, in collaboration with the consortium member(s) implementing the grant, is required to retain the appropriate eligibility documentation (i.e., Free and Reduced Meal Family Application) and must claim the

participants in the appropriate category on monthly claims per the Free and Reduced Meal Family Application.

Students that qualify for reduced price or full-paid meals based on income determination must not be charged for any portion of the meal. The difference between the federal reimbursement rate and the actual cost of the meal may be charged to the GSRP program budget as well as the cost of the meal for students that do not qualify for reduced price or full-paid meals.

Qualifying breakfasts, lunches and snacks served to GSRP children may be claimed for Federal reimbursement in the CACFP. In order to claim these meals and snacks reimbursement, each fiscal agent must enter into an agreement to become a State Agency-approved sponsor of the CACFP. The approved sponsor should:

- Establish all individual buildings serving qualifying meals and snacks to GSRP students on the sponsor application as 'sites'.
- Collect and retain GSRP meal and snacks counts and related records for individual sites per CACFP regulations.
- File consolidated monthly claims for all participating sites for reimbursement of meals and snacks served to GSRP participants.

Reporting. It is the responsibility of the ISD to ensure that each GSRP student is accurately reported in the Michigan Student Data System (MSDS). The Center for Education and Performance Information (CEPI) uses the Supplemental Nutrition Eligibility (SNE) component to report the student's status as eligible for free or reduced-price milk or meals through the NSLP. Multiple State of Michigan offices use these data in the determination of sub-groups and as the poverty indicator for districts. If the student is participating in meal services through the NSLP, they are to be reported in the SNE field as a part of the Fall General Collection in MSDS. Conversely, if they are *only* participating in meal services through the CACFP, they are *not* to be counted in the SNE field.

Rest/Quiet Time

Centers that operate five or more hours must have a written rest or quiet time policy. The policy must comply with rest requirements of DHS, Bureau of Children and Adult Licensing. The policy should include:

- A time period no longer than one hour, while accommodating for the individual needs of children.
- Provision of alternate activities for children who do not sleep.
- Provision for parents and staff to support the developmentally-appropriate rest/nap needs of each child.
- Details on transition into rest time [e.g., children assist with putting cots out, getting their own blanket(s) and transition item(s); and turning off lights and turning on soft music]. Adults can assist in transition by moving among children in an unhurried fashion, having quiet conversation and providing soothing touch such as backrubs.

- Details on transition out of rest time (e.g., staff turn on soft music, open blinds, turn on lights, and gently awaken children with a touch and conversation). Children can assist in transition by putting away cots, blankets and transition items.

Parent Involvement

Parent engagement is critical to positive child outcomes. The GSRP provides a variety of opportunities for parents to become involved in the program and regularly seeks input from parents. Refer to the *Parent Involvement* section for more information. **Parents must not be required to volunteer in the classroom or participate in group meetings as a condition of enrollment.**

Transportation

Providing child transportation to and from the center contributes significantly to family access to GSRP, but this service is not required. Where transportation is offered, parents must not be charged transportation fees.

DHS Child Care Licensing Rules include requirements for the transportation of preschoolers. Licensing rules assure the safety and welfare of children, that children are properly supervised while being transported, and are not confined in a vehicle for long periods of time. Licensing rules apply to both routine and field trip transportation. There are specific rules for center-owned vehicles, vehicles of staff or volunteers, or other private transportation and also specific guidelines for public school bus transportation of preschoolers. The National Highway Traffic Safety Administration recommends preschool-age children transported in school buses always be transported in properly secured child safety restraint systems. Grantees must ensure:

- parents give permission for their children to be transported;
- children are escorted by adults to and from vehicles;
- children are offered adult assistance when entering and exiting vehicles;
- there is one caregiver, in addition to the driver, when there are over 10 three-year-old children, or over 12 four-year-old children on the bus; and
- children are not to be in a vehicle for more than one continuous hour.